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ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for counselors working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Counseling for Sex Equity--Overcoming Bias in Counseling and Counseling Programs, and (2) Counseling for Sex Equity--Overcoming Bias in Counseling Materials. These participant materials are one component of a multicomponent training model developed by the Resource Centers on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

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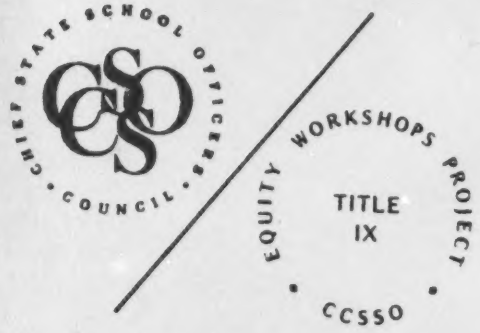

ED155506

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR COUNSELORS

TITLE IX EQUITY WORKSHOPS PROJECT

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Suite 701/1201 16th Street, N. W.
Washington, D. C. 20036

Field Test Materials
Not For Final Distribution

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GG 012447

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR COUNSELORS

Prepared for the
Council of Chief State School Officers
Title IX Equity Workshops Project

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Field Test Materials
Not For Final Distribution

Preface

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education, and Welfare. The Title IX Equity Workshops Project is funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project, as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Counselors working with elementary-secondary schools. The materials were prepared by Shirley McCune and Martha Matthews; several were adapted from materials developed by Linda Stebbins, Nancy Ames, and Ilana Rhodes, of Abt Associates and by Janice Birk, University of Maryland. Shirley McCune and Martha Matthews are co-editors of the training model. Members of the Resource Center Staff who assisted include Ann Baucom, Lois Jamieson, Ann Samuel, and Joyce Kaser.

The materials are organized within two sections:

- Counseling for Sex Equity: Overcoming Bias in Counseling and Counseling Programs--Worksheets for Application Session A for Counselors
- Counseling for Sex Equity: Overcoming Bias in Counseling Materials--Worksheets for Application Session B for Counselors

Acknowledgment is given to Sarita Schotta, Project Monitor, National Institute of Education, for the advice and assistance provided in the development of the participant materials for the regional workshops. Acknowledgment is also given to M. Patricia Goins, Project Monitor, Women's Program Staff, U.S. Office of Education, and to Joan Duval, Director, Women's Program Staff, for their advice and assistance in the implementation of the contract for the CCSSO Title IX Equity Workshops Project.

Special appreciation is also extended to the twenty subcontractors implementing the model in the regional workshops for their contributions, support, and patience throughout the project.

September 1977

COUNSELING FOR SEX EQUITY

OVERCOMING BIAS IN COUNSELING AND COUNSELING PROGRAMS

Worksheets for Application Session A for Counseling Groups

COUNSELING FOR SEX EQUITY:
AN INTRODUCTORY ASSESSMENT

Counselor Worksheet 1

1. What types or examples of differential treatment of female and male students or employees can you identify in counseling practices, counseling materials, counseling programs, or employment practices relating to counseling and pupil personnel staff?

2. What types of actions/projects/steps have you taken to implement Title IX and/or to reduce/eliminate sex discrimination or bias in your work-related activities?

3. What have you found (or do you expect to find) easiest in implementing Title IX and/or working to attain sex equity in your counseling and pupil personnel programs? (e.g., which forms of differential treatment are easiest to modify?)

   Why?

4. What have you found (or do you expect to find) <u>most difficult</u> in implementing Title IX and/or working to attain sex equity in your counseling and pupil personnel programs?

   Why?

5. What do you think will be the most important results or outcomes of efforts to implement Title IX and to attain sex equity in your counseling and pupil personnel programs?

WOMEN, MEN AND THE PAID WORK FORCE

COUNSELING WORKSHEET 2

Most of us are aware of the fact that the U.S. paid work force is changing in ways which reflect or stimulate changes in the lifestyles of women and men in our society. Although we may have a general realization of the change, we may not have taken the time to think through the precise dimensions of this change and the implications for counseling practice and counseling programs. The following questions are designed to assist you in thinking about the changes and the ways they impact counselors and counselor programs.

1. What do you believe are the most significant changes/trends in the U.S. paid force?

2. Based on the available information, what predictions would you make regarding women's and men's participation in the paid work force in the future?

3. What are the implications of these trends/predictions for our individual counseling practice?

For the development of counseling programs?

RECOGNIZING SEXIST AND NON-SEXIST BEHAVIORS

Counselor Worksheet 3

The following worksheet outlines a number of situations which are within the day-to-day experiences of school counselors and pupil personnel staff. Possible responses are provided under each of the situations listed. Please read each situation and then indicate how the responses would be described according to the following categories.

Sexist behaviors

D - Sex discriminatory behavior--a violation of the Title IX regulation

B - Sex biased behavior--the response reflects bias or stereotyping but probably is not a violation of the Title IX regulation

Non-sexist behaviors

F - Sex fair behavior--treats both sexes in the same manner

A - Sex affirmative behavior--goes beyond sex-fair behavior by compensating for the effects of past discrimination

Indicate your description of each of the responses provided by placing the appropriate letter in the blanks provided.

1. Situation: Students are consulting counselors regarding the courses which they should be taking next semester.

Responses:

___ A. "Susan, are you sure that you want to sign up for trigonometry? That is a most difficult course and it is really unlikely that you will ever need that course. You know very few girls ever enroll in that course."

___ B. "Carlos, I understand that you've been working with Green Gardens nursery and want to enroll in the horticultural class. That's a good way of finding out whether you want to be a landscape architect. Jeannie, that's a most attractive outfit that you are wearing today."

___ C. "Jim, your records indicate that you're interested in office occupations and have done well in typing and business management. Have you considered taking shorthand so that you would have the skills for secretarial work?"

___ D. "Joyce and Kevin, I understand that the two of you are interested in using the computer terminal services to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer terminal and decided to use it."

2. Situation: A counselor is giving directions to the class for completing a series of tests.

Responses:

___ A. "The next section of the test deals with mathematical concepts. Try to work as quickly as you can to complete the questions. Girls, don't be concerned if you are having difficulty with the items because most girls can't understand mathematics."

___ B. "The next section of the test deals with abstract reasoning problems. Read each item carefully and try to select the best answer. If you're having difficulty with a question, move on to the next one."

3. Situation: Patterns of non-verbal behavior for counseling situations:

Responses:

___ A. Maintaining direct eye contact with same sex students and indirect eye contact with opposite sex students.

___ B. Standing/sitting as close to students of one sex as one does with students of the other sex.

___ C. Smiling at students of one sex as you meet them in the hall.

4. Situation: A 16 year old student who is pregnant comes to you for assistance in deciding whether or not she should remain in school.

Responses:

___ A. "Trying to continue in school and taking care of a baby at the same time will be difficult for you and the baby."

___ B. "You can continue in school. There's no reason for you to leave unless you want to."

___ C. "Of course you have the right to remain in school here, but you'll probably find it embarrassing to do so. There's a special school for girls in your condition that we recommend. You should contact Ms. Dwyer to enroll in that program."

___ D. "There's no reason whatsoever why you can't complete your academic work. Why don't we look at some of the ways that you may wish to complete your work and see what might work out best for you both before and after your baby is born."

5. Situation: You're responsible for setting up a career day for students. You:

Responses:

___ A. Arrange for female and male speakers who are in careers traditional to their sex and assign students to sex traditional areas (female students hear representatives of women's colleges and talk to women in office management, nursing, social welfare, etc.; male students hear representatives of scientific and technical institutions and talk to men who are executives, insurance agents, skills crafts workers, etc.)

___ B. Arrange for speakers without regard to their sex and encourage students to self-select those presentations which are of greatest interest to them by providing them with detailed information about the speakers.

___ C. Arrange for female and male speakers in careers traditional and nontraditional to their sex and schedule the presentation in a way which requires students to hear 9 out of 12 speakers.

6. Situation: Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You suggest:

Responses: ___ A. that she investigate the "openings for girls" listing on the "jobs for summer" board

___ B. that she call an agency which provides temporary office services such as typing, filing, answering the phone, etc. and try to find a placement

___ C. that she join a group of students who are organizing a service for doing minor home repairs and lawn and garden work during the summer

___ D. that she investigate a new city summer jobs program which attempts to place young persons in nontraditional jobs

7. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

Responses: ___ A. "In this school you have the right to take any class you want."

___ B. "Why don't you see if some of your friends won't sign up for the class so you won't have to be the only male in the class."

___ C. "You're probably right about having jokes made about your being in the class. Why don't you wait to take that type of course when you're in college and sign up for some other elective courses."

8. Situation: Anita, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activities that are part of the program. She has heard that the cooperating businesses will not accept female students. You say to her:

Response: ___ A. "Well, you know that there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

___ B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a program that is discriminatory. If we find that employers are discriminating in accepting students, the school can't continue to use the employer as a placement site."

___ C. "Under Title IX students are assured the right of nondiscrimination in all educational programs. Although some employers are reluctant to accept females in job placements, they are required to do so if they are to be involved in the school's program. I think you'll find that many attitudes are beginning to change. You may wish to talk to Sara Jackson who is now an auto mechanic with the Benavediez Car Agency to learn more about her experiences of going into a nontraditional job."

9. Situation: The following are excerpts from student scheduling forms which parents are required to sign.

Responses: ___ A. "Dear Mr. and Mrs."

___ B. "A student in Stivers High School has many options open to him. He may enroll in four basic programs."

___ C. "To the family of (student's name)"

10. Situation: As part of an elementary school's career education program, you've brought a female police officer and female fire fighter to discuss their jobs. The children listen carefully to their comments. Afterwards, during a discussion of the visit by the police officer and fire fighter, several children insist that being a "fireman" and a "policeman" are jobs for men. You say:

Responses: ___A."These days, people can be anything they want to be."

___B."A few women are tough enough to want to go into police work or fire protection work."

___C."It may seem strange to some of you to see women working as police officers or fire fighters because these jobs used to be limited to men. Our ideas about work and our laws are changing. There is more opportunity for people to select jobs that interest them regardless of their sex."

11. Situation: Carol, a high school senior with a good academic record comes in to talk about her post high school plans. She had planned to go to college but is now engaged to be married during the summer. Her fiance has a reasonably well-paying job, but insists that if Carol attended college, a severe strain would be placed on their budget. Carol has no definite career plans.

Responses:

____A. "Well, you don't want your marriage to get off on the wrong foot. As long as you're unsure of yourself and college would be a financial strain, you probably should not plan to go to college. If anyone goes to college, it should be your fiance because the man has to earn a living."

____B. "Since you seem unsure of yourself, let's evaluate your grades and interest scores. Most women will be working outside the home at some time in their lives. It would make sense for you to begin to formulate some definite plans and gain skills which could be used in work outside the home."

____C. "As long as your future husband can support you, there's no immediate need to worry about your future."

ASSESSING SEX EQUITY IN COUNSELING AND GUIDANCE PROGRAMS *

Counselor Worksheet 4

Listed below you will find 22 scales which describe components of counseling and counseling programs which may assist the achievement of sex equity in counseling programs. The scales are designed to contrast a status quo approach to achieving sex equity in counseling and counseling programs to a more action oriented approach toward achieving sex equity.

Please read each item and then check (✓) the point on the scale where you think that your counseling or the counseling programs of your schools would fit.

A. Individual Counseling

1. 1 — 2 — 3 — 4 — 5

1	2	3	4	5
The possible influence of sex stereotyping is seldom raised with clients				Clients are encouraged to clarify their values with respect to sex role stereotypes

2. 1 — 2 — 3 — 4 — 5

1	2	3	4	5
Clients career interests are accepted without further exploration				Clients are encouraged to explore non-traditional career options

3. 1 — 2 — 3 — 4 — 5

1	2	3	4	5
Counseling sessions deal primarily with understanding available options and assisting the client in the selection of options				Counseling sessions include consideration of possible conflicts and problems that may be apparent when entering a traditional or non-traditional career

4. 1 — 2 — 3 — 4 — 5

1	2	3	4	5
Non-traditional career , academic or personal choices are discouraged or passively accepted by the counselor				Non-traditional career, academic, or personal choices are supported and reinforced by the counselor

5. 1 — 2 — 3 — 4 — 5

1	2	3	4	5
Counseling of students into non-traditional careers or activities is done with the knowledge that it is probable that "only the exceptional" person will be able to achieve non-traditional goals				Counseling of students into non-traditional careers or activities is done with the knowledge that the opportunity system is changing and that greater diversity of individual life styles is likely to be realized in all sectors of our society

*Adapted from materials contained in Sex Fairness in Career Guidance by Linda B. Stebbins, Nancy L. Ames, Ilana Rhodes, published by Abt Associates, Cambridge Massachusetts, 1975.

6. 1 2 3 4 5

Student placements are made on an individual basis with no checking to ensure that female and male students are placed in a variety of settings

Student placements are examined carefully to ensure that both females and males are placed in a variety of settings, traditional and non-traditional

B. Group Counseling

7. 1 2 3 4 5

Group counseling sessions dealing with sex stereotyping or bias are seldom provided for students

Group counseling sessions are conducted in which sex role stereotyping and its effects on career and personal choices are discussed with students

8. 1 2 3 4 5

Parents are not included in group counseling or group information sessions which are directed toward assisting their understanding of sex stereotyping in career decisions of students

Group counseling and information sessions are provided for parents which are directed toward assisting their understanding of sex stereotyping in career choices of students

C. Information Services

9. 1 2 3 4 5

Career guidance materials have not been reviewed for potential sex bias

Career guidance materials have been reviewed for potential sex bias

10. 1 2 3 4 5

Little attempt has been made to locate and obtain materials that increase the career and personal options of students

An attempt has been made to locate and obtain materials that increase the career and personal options of students

11. 1 2 3 4 5

Counseling staff is not familiar with equal opportunity laws and their application in education and employment

Counseling staff is familiar with equal opportunity laws and their application in education and employment

12. 1 2 3 4 5

Counseling staff does not provide students with information regarding their rights to nondiscrimination and the procedures available for utilizing and remediating

Counseling staff provide students information regarding their rights to nondiscrimination in education and employment and the formal and informal methods of utilizing the laws and procedures provided by such procedures

13. 1 2 3 4 5

Counseling staff does not assist in monitoring equal opportunity efforts or in ensuring that equal opportunity laws are implemented in education and employment

Counseling staff assists with the monitoring of equal opportunity efforts and in ensuring that equal opportunity laws are implemented in education and employment

14. 1 2 3 4 5

Counseling staff have not made an effort to identify support services provided by other groups in the community which could assist persons in achieving non-traditional goals (e.g., information services, placement services, day care services, educational programs, etc.)

Counseling staff have made an effort to identify support services provided by other groups in the community which could assist persons in achieving non-traditional goals and made such information available to clients

D. Career Education and Vocational Education

15. 1 2 3 4 5

No efforts have been made to ensure that career education courses and vocational education are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender

Efforts have been made to ensure that career education and vocational education courses are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender

16. 1 — 2 — 3 — 4 — 5

No efforts have been made to ensure that curriculum offerings are open to members of both sexes and students are counseled to choose from among all options irrespective of gender

Efforts have been made to ensure that curriculum offerings are open to members of both sexes and students are counseled to choose from among all options irrespective of gender

17. 1 — 2 — 3 — 4 — 5

No effort has been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness

Effort has been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness

18. 1 — 2 — 3 — 4 — 5

No effort has been made to ensure that staffing policies provide students with role models of both sexes

Effort has been made to ensure that staffing policies provide students with role models of both sexes

19. 1 — 2 — 3 — 4 — 5

Students are assigned to work experiences on the basis of their interests and the sex preferences of employers

Students are required to observe or be involved in work experiential activities in non-traditional work settings

E. Staff Development and Follow-Up

20. 1 — 2 — 3 — 4 — 5

Counselors have little or no contact with other staff regarding the need for sex fairness in education and employment

Counselors work with other staff to assist them in understanding the need for sex equity and the methods for achieving sex equity in education programs

21. 1 — 2 — 3 — 4 — 5

Counselors are generally not aware of current research on sex role stereotyping and its effects on women and men

Counselors are knowledgeable about current research on sex role stereotyping and its effects on women and men

22. 1 — 2 — 3 — 4 — 5

Counselors seldom follow-up efforts to assess the implementation of and satisfaction with career academic and personal choices

Counselors follow-up students to assess the implementation of and satisfaction with career academic and personal choices

F. Summary

23. What other behaviors or activities would you suggest or have you used to assist the attainment of sex equity in your counseling or the counseling programs in which you work?

24. On the basis of your observation or experience, what types of factors, actions, or behaviors can support actions which can assist the achievement of sex equity?

25. What types of factors, actions or behaviors seem to retard the actions or behaviors which can assist in the attainment of sex equity?

COUNSELING FOR SEX EQUITY
OVERCOMING BIAS IN COUNSELING MATERIALS

Worksheets for Application Session B for Counseling Groups

CHECKLIST FOR SEX-FAIR LIFE/CAREER PLANNING MATERIALS[1]

Counselor Worksheet 5

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials. Read through the material to be evaluated, then indicate your judgment as to the sex-fairness of the brochure A which is attached.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___	___
2. Do the illustrations show women predominantly as helpers, and/or men as leaders of figures of authority?	___	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	___	___	___
4. Do the illustration in general show women as smiling and pleasant?	___	___	___
5. Do the illustrations in general show men as serious and thoughtful?	___	___	___
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	___	___	___
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?[2]	___	___	___
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___
9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?"	___	___	___
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___	___

1 Prepared by Jan Birk for Title IX Equity Workshops Project

2 Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

	YES	NO	N/A
11. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	___	___	___
12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?	___	___	___
13. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___	___
14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___	___

BROCHURE A

Counselor Worksheet 5

Are You Ready to Begin Preparing for Your Rewarding Career as a Medical Secretary?

First, consult your guidance counselor for information about the business schools in your area or write to us for a directory of business schools. After you have selected the schools which interest you, write to them for specific information on curriculum, tuition, enrollment policies, and dormitory facilities. All of the business schools and junior colleges of business listed in our directory invite you to visit and inspect their facilities.

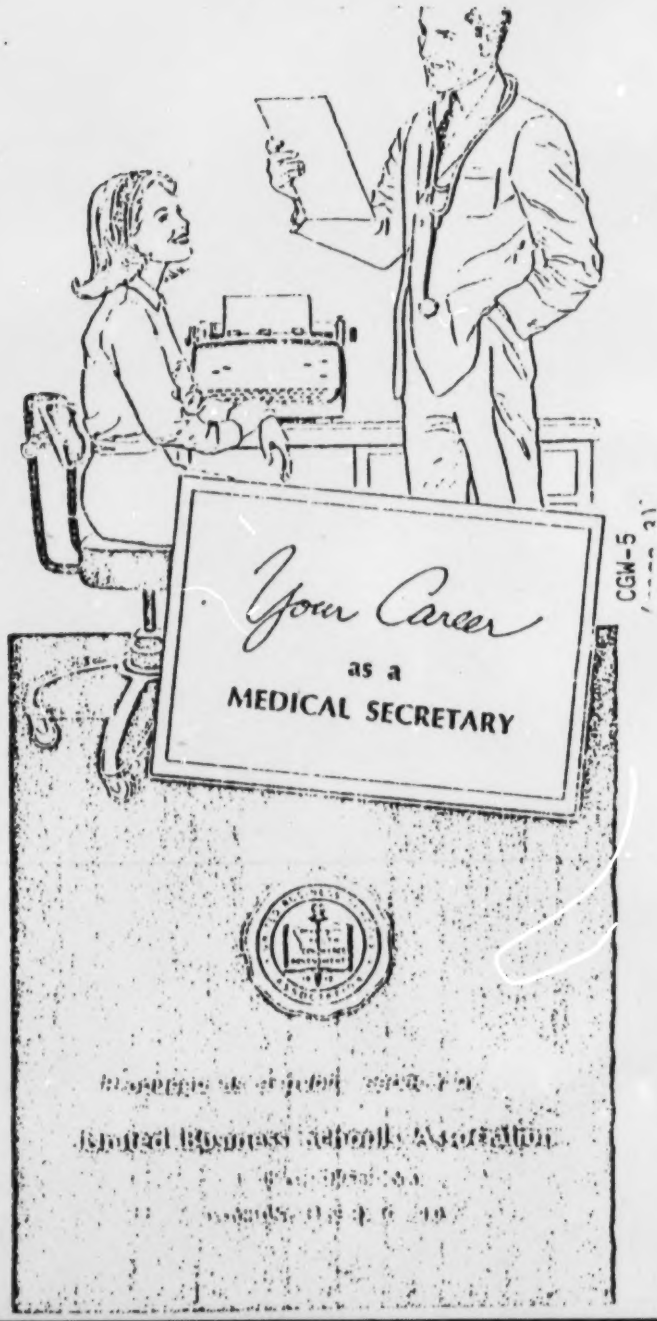
UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N.W.
Washington, D. C. 20036

REMEMBER . . .

the key to success in today's business world is training. A business school may be the starting point for Your Career as a Medical Secretary.

For a directory of business schools write to:

UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N.W.
Washington, D. C. 20036



CGW-5

THE MEDICAL SECRETARY . . . AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? *If so, you may be interested in a career as a medical secretary.*

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patients for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations, such as blood counts, urine analysis, and basal metabolism. *A medical secretary, sometimes called an administrative medical secretary, is a capable, efficient assistant who is able to manage the physician's office and perform simple laboratory tests, leaving the physician more time to devote to the treatment of his patients.*

WHERE DOES A MEDICAL SECRETARY WORK?

As a medical secretary, you may work in

. . . a physician's office

. . . a dentist's office

. . . a hospital

. . . a medical research center

. . . a pharmaceutical laboratory

. . . a clinic

. . . a public health facility

. . . an insurance company

. . . a medical laboratory

. . . the office of a hospital and surgical equipment supplier

. . . the medical department of a private industry

LOTS OF JOBS! GOOD SALARIES!

Medical secretaries are in great demand today and the future looks even brighter! The emphasis on preventive medicine and the expansion of Medicare means that there will be an unprecedented demand for medical secretaries. Starting salaries are good, ranging from $300 to $600 a month, depending on the locality.

HOW DO I BECOME A MEDICAL SECRETARY?

A medical secretary must be able to type, file, keep books and records, take dictation, and operate dictating and duplicating equipment. She must be familiar with medical terminology and be able to make basic laboratory tests. In addition, she has to have a basic understanding of psychology and medical ethics. Where does she learn all these skills? The best road to success is to enroll in a good business school or junior college of business.

WHAT WILL I STUDY IN A BUSINESS SCHOOL?

Although courses vary, most business schools offering medical secretarial courses give classes in typing, shorthand, accounting, filing, psychology, first aid, business law, telephone usage and techniques, anatomy and physiology, medical terminology, basic laboratory techniques, medical records and reports, medical office procedures, and personality development. Some business school courses include work experience in a hospital or doctor's office.

WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college of business

. . . has a very keen interest in each student. The success of the school depends upon the success of its graduates.

. . . is in immediate touch with the businessmen of the community and can respond to the needs of the community.

. . . has the practical atmosphere of the office, allowing the student to develop a truly functional viewpoint.

. . . helps its graduates secure jobs.

. . . hand-tailors instruction, counseling, and class sizes to provide a close student-teacher relationship.

(Page 24)

IS STUDENT FINANCIAL AID AVAILABLE?

Educational loans for students attending accredited business schools are available under the Federal Guaranteed Loan Program. The financial aid officer at the business school of your choice can give you or your parents further details on this program of insured bank loans to students.

Other programs of financial assistance to students in business schools include:

. . . Social Security Student Dependents

. . . F. E. C. A. Student Dependents

. . . Railroad Retirement Student Dependents

. . . Student Dependency and Indemnity Compensation for Veteran's Children

. . . Civil Service Retirement Student Dependents

. . . War Orphans Educational Assistance

. . . Veterans Readjustment Benefits Act of 1966

. . . Vocational Loans to Indians

CHECKLIST FOR SEX-FAIR LIFE/CAREER PLANNING MATERIALS[1]

Counselor Worksheet 6

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials. Read through the material to be evaluated, then indicate your judgment as to the sex-fairness of the brochure B which is attached.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___	___
2. Do the illustrations show women predominantly as helpers, and/or men as leaders of figures of authority?	___	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	___	___	___
4. Do the illustration in general show women as smiling and pleasant?	___	___	___
5. Do the illustrations in general show men as serious and thoughtful?	___	___	___
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	___	___	___
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?[2]	___	___	___
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___
9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?"	___	___	___
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___	___

1 Prepared by Jan Birk for Title IX Equity Workshops Project

2 Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

	YES	NO	N/A
11. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	___	___	___
12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?	___	___	___
13. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___	___
14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___	___

Doctor-General Practitioner

A dedicated doctor is a noble human being. Would you like the outstanding compensation, the satisfactions of helping people, and the dignity and respect commanded by this profession?

Of course, to "get there", you would have several years of hard study and training, and would work long, hard, often irregular hours, (patients don't get sick on schedule), as the ward of many peoples' health.

The subject of this article is the physician, or "general practitioner". There are also 33 other recognized medical specialties, such as surgeons, internal medicine specialists, and others, all of whom are also doctors.

WHAT GENERAL PRACTITIONERS DO

About 20% of all doctors are general practitioners. These physicians diagnose, (find the cause of), diseases, illnesses and injuries, and treat people suffering from them, as you know from your own visits to their offices.

Generally, a general practitioner, or "g.p.", upon diagnosing a patient's need for surgery, for example, will refer his patient to a qualified surgeon specialist, or to an "internist", (internal medicine specialist), for further examination. The g.p. refers many of his patients to appropriate specialists in this way, if his own diagnosis indicates a need for doing so.

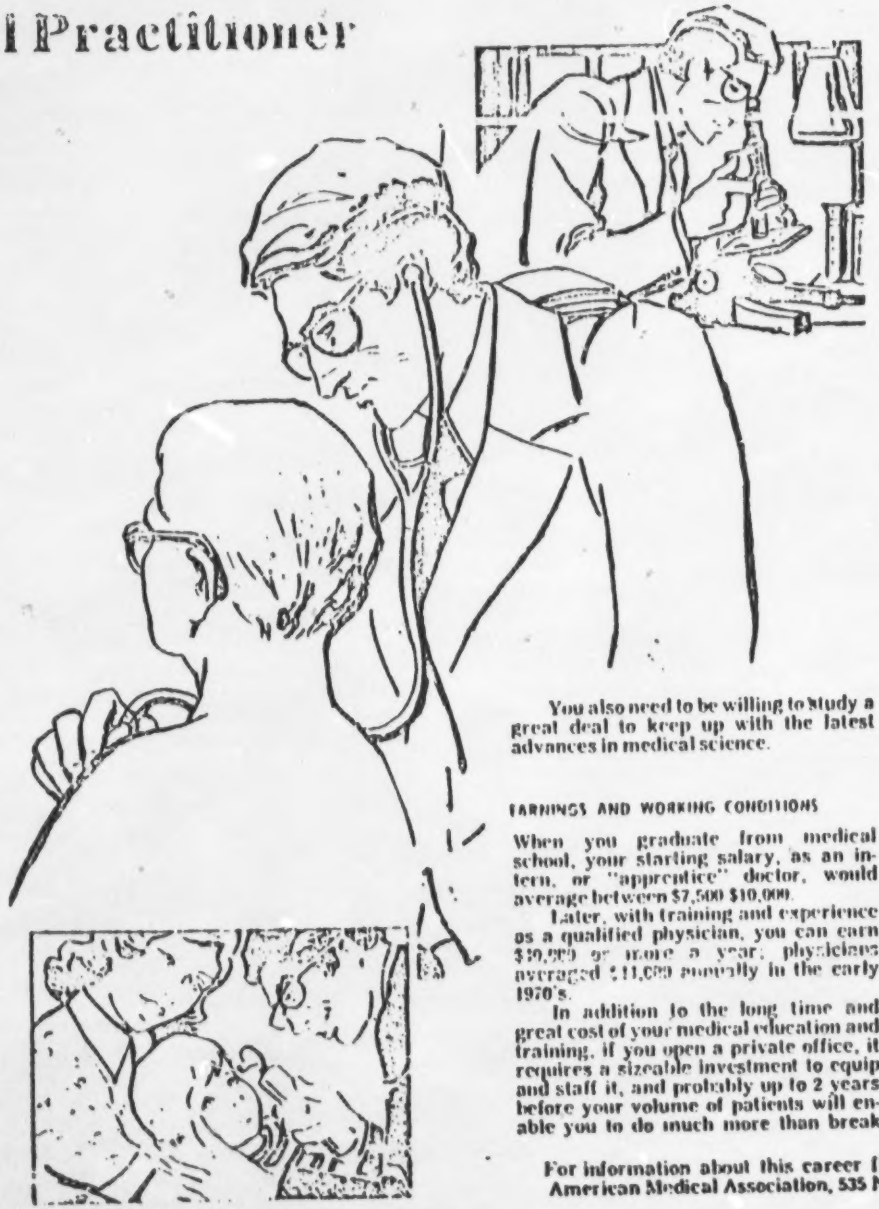
G.P.'s examine patients and treat them, if they do not require special medical help, in their own offices and in hospitals. Although the practice is lessening, they also visit patients in their own homes.

Some physicians combine their medical practice with research, or teaching in medical schools. Others are hospital administrators, while some write for medical journals.

TEMPERAMENT, INTERESTS & ABILITIES NEEDED

You need to have a deep concern for serving sick and injured people. Personal integrity is important, as well as a pleasant, sincere personality that helps gain the confidence of patients in you.

You need to be emotionally stable and able to make decisions in emergencies.



You also need to be willing to study a great deal to keep up with the latest advances in medical science.

EARNINGS AND WORKING CONDITIONS

When you graduate from medical school, your starting salary, as an intern, or "apprentice" doctor, would average between $7,500-$10,000.

Later, with training and experience as a qualified physician, you can earn $20,000 or more a year; physicians averaged $11,000 annually in the early 1970's.

In addition to the long time and great cost of your medical education and training, if you open a private office, it requires a sizeable investment to equip and staff it, and probably up to 2 years before your volume of patients will enable you to do much more than break even. However, once you are establ and recognized, your earnings wi

Self employed physicians us earn more than those in salaried tions, in a hospital, for exa Specialists such as surgeons earn more than g.p.'s.

Most specialists also work f hours than g.p.'s, who usually have working days and irregular hour they "screen" patients for po specialized medical problems, they the entire initial patient load, wh specialists receive only those v medical problems are directly rela each of their special skills.

You would work in clean, well ed, attractive and air conditioned o or hospital facilities, in most cases.

Most doctors, especially g.p.'s surgeons, need the stamina to be a work long hours on their feet, ticularly in hospitals. You also good vision, hand/eye coordinatio superior ability to communicate.

EDUCATION & TRAINING NEEDED

You need a license to practice med In order to get it, you need to hav cessfully completed 3-4 years of co where you will have taken chem physics, math, biology as well as l arts and social science subjects.

Medical school education, foll this, will be for 3-4 years, consist courses in anatomy, biochem physiology and other medical-re subjects.

Internship in a hospital, us following your graduation from m school, is usually for 1 year, (mo specialists).

Because of the great time an pense of this kind of medical educ financial aid, both from governme private sources, is available to who qualify.

Your future in this field is exc with increasing human needs for cal attention and care, job op created by physicians retiring or ing their jobs for other reasons medical costs being increasingl sorbed by health insurance plans.

For information about this career field, write: Council on Medical Educa American Medical Association, 535 North D[illegible]born St., Chicago, Illinois 60

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CORRECTING BIAS IN MATERIALS

Counselor Worksheet 7

The following quotations are taken from career education and career counseling materials. Read through each of the statements, identify the source of the bias, then rewrite the statement in sex-fair manner. If possible try to write some of the statements in a sex-affirmative manner.

Remember that a sex-fair statement is a statement that treats females and males in the same manner; does not make any distinctions on the basis of sex; or has a neutral effect. A sex-affirmative statement attempts to overcome the effects of past discrimination by highlighting changes, specifying the inclusion of males and/or females, and encouraging a change of traditional ideas or considerations.

1. "Intensive schooling is provided by the airlines for newly hired flight service personnel, not only because of general airline expansion, but also because of the relatively short time of the girls' employment. The average length of employment for domestic airlines is about 18 months, and for international airlines about 30 months. Most stewardesses resign upon getting married. Previously, this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not usually conducive to a happy married life."

2. "The choice of a career has had a direct bearing on where a person builds his home, the schools his children attend, the way he earns his living..."

3. "Careers in prosthetics and orthodontics are primarily for men."

4. "...many top executive jobs in industry are filled by men who started as salesmen."

5. "It would be illusory to suggest that most working wives are second-career women in the purest sense of the term. They have embarked, to be sure, on a new work experience, but many are not seeking personal fulfillment so much as they are seeking money for their children's education, for a second car..."

6. "...majority of nurses get married and have children and are still able to continue their careers."

7. "It provides a chance to serve society--a reason that seems more important to women than to men.

8. "All wear attractive uniforms...and have interesting jobs with lots of men around."

SUMMARY OF RECOMMENDATIONS FOR THE USE OF
CAREER INTEREST INVENTORIES*

Counselor Worksheet 8

Administering the Inventory

1. Use inventories as part of a total career guidance program.

2. Use a combined inventory form.

Reporting Inventory Results

3. Report scores based on both female and male scales

   a. Focus on same-sex scales.
   b. Focus on pattern, not level of scores on opposite-sex scales.
   c. Avoid spurious scores on opposite-sex scales.

4. Report scores based on both female and male norm groups.

5. Fill in the appropriate sex code.

6. Report scores based on special norm groups.

Interpreting Inventory Results

7. Identify broad interest areas.

8. Identify all occupations with a broad interest area.

9. Orient clients to the potential influence of sex bias on inventory results.

10. Interpret results for special groups carefully.

11. Use all available information.

12. Stimulate exploration.

*Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, Sex Fairness in Career Guidance. Cambridge, Massachusetts: Abt Associates, 1975.

APPLYING RECOMMENDATIONS FOR THE USE OF CAREER INTEREST INVENTORIES*

Counselor Worksheet 9

Below you will find two case studies of students who are seeking assistance in exploring career decisions. Within each case study you will find a general background statement about a student and examples of sessions with various counselors. Please read each of the cases carefully.

After you have finished reading the counseling situations, think back on the formulation of sexist and non-sexist behaviors introduced earlier in the session.

Sexist Behaviors

Sex discriminatory behavior - a violation of the Title IX regulation

Sex biased behavior - a response which reflects bias or stereotyping but is probably not a violation of the Title IX regulation

Non-Sexist Behaviors

Sex fair behavior - treats both sexes in the same way, or the effect of the behavior is undifferentiated or neutral on the basis of sex

Sex affirmative behavior - goes beyond sex fair behavior by compensating for the effects of past discrimination

You will be asked to rate each counselor session according to this scale. In addition, you will be asked to refer back to the Summary of Recommendations for the Use of Career Interest Inventories provided as Counselor Worksheet 8, and answer the questions which are provided.

*Materials developed by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes in Sex Fairness in Career Guidance. Cambridge, Massachusetts: Abt Associates, 1975.

CASE STUDY 1 - CAROL MERRITT

Background

Carol Merritt is a very bright, high school junior with demonstrated ability in science, chemistry, biology, and math. The results of standardized tests regularly given by her school indicate that she is in the 90th percentile or above in both aptitude and achievement compared with other students her own age. She won a prize for her last year's biology project. She is self-assured, if a little quiet, and her concern for others is evident in two of her extra-curricular activities: babysitting and helping teach Sunday school.

When her mother was hospitalized, Carol became interested in nursing and began volunteer work at the local hospital as a nurse's aide. This experience has led her to feel that nursing would be an enjoyable career for her, and she receives support in this thinking from her family. Both her mother and father feel that nursing is a very practical vocation, one which can readily be fitted in with marriage and raising children.

As part of the regular counseling program in her school, Carol has taken an occupational inventory. Carol's measured interests correspond to her expressed interests and aptitudes. Her interests correlate most highly with those of women in the following occupations: nurse (.50), science teacher (.48), X-ray technician (.47). Her interests correlate most highly with those of men in the following occupations: pediatrician (.39), dentist (.37), physician (.37), and science teacher (.36).

Counselor A

Counselor A is delighted to talk with Carol. Unlike many other students, Carol seems to know what she wants. Moreover, the inventory results confirm her tentative choice of nursing as a vocation.

Since Carol also shows an interest in science, Counselor A takes some time to point out to Carol the possibilities of a career in science. Carol could teach science, or she might become a lab or X-ray technician. Carol is open to the possibilities in science, but both she and the counselor conclude that as a nurse she could apply her interests in science, her helping nature, and her love for people in a more purposeful and satisfying way.

Having selected a few good three-year nursing programs, for which she will soon apply, Carol leaves the office, content with her choice.

Counselor B

Prior to this meeting, Counselor B reviews the results of Carol's occupational inventory and compares them with Carol's scores on the other standardized achievement tests. These scores and her extra-curricular activities show a highly correlated pattern of interests; namely, a sense of dedication to people and a love of science. Moreover, Carol is bright and has leadership qualities which could be developed further.

Taking into account all the information, Counselor B discusses with Carol the possibility of pursuing a five-year Bachelor of Science degree in Nursing. This course of action would offer a great deal more status than a regular nursing program and would also satisfy her intellectual needs. With a five-year degree, Carol might teach and supervise other nurses, using her leadership ability as well.

Carol is extremely pleased upon leaving the counselor's office. A five-year nursing program offers her opportunities she has never explored before. She is delighted with the possibility of combining her love of medicine, science, and people in such an integrated fashion.

Counselor C

Counselor C and Carol discuss the results of her occupational inventory carefully. She has scored high in the medical areas, as she had expected.

Considering the scores on the female side of her inventory, however, does not give a complete picture of her interests. Counselor C points out that Carol might also consider the scores from the male side as well. When compared with men, Carol's highest scores continue to be in the medical and scientific areas.

With Carol's aptitude and motivation, Counselor C points out that she might give serious thought to pursuing a vocation as a physician, dentist, or pediatrician. While Carol had never thought of pursuing a professional career beyond the level of nursing, seeing her high scores of these scales triggers her thinking. Of course she will need to consider many things before making her decision--money for school, getting into a good pre-med program, etc. She hurries home to discuss all the pros and cons with her parents.

Questions to Consider

1. Using the categories of sexist and non-sexist behaviors listed at the top of the sheet, how would you rate:

   Counselor A: Why?

   Counselor B: Why?

   Counselor C: Why?

2. Which recommendations do both Counselors A and B ignore?

3. Which recommendations does Counselor A but not Counselor B, ignore?

4. Which recommendation Does Counselor C, but not Counselors A and B, utilize?

CASE STUDY 2 - FRAN COURTIN

Background

Fran Courtin is the son of a minister. For most of his life he has been an active participant in the programs at the church. During the time Fran has been in high school, he has been teaching a Sunday school class for 3 and 4 year olds. Even though he has been given an opportunity to return to Sunday school classes with his peers, he has insisted that he prefers to work with the children.

Fran was administered a career interest inventory as part of the eleventh grade testing program. His highest scores were on the scales "caring for people," "teaching and social work," and "nursing."

Counselor A

Counselor A immediately shows Fran his scores and indicates that the high scores show a preference for working with people. Since Fran is one of the outstanding students in the high school in terms of high academic grades and leadership in a number of student activities, Counselor A is certain Fran could excel at whatever he selects. Counselor A, however, feels that while these scores probably reflect Fran's socialization as a minister's son, they do not reflect Fran's desire to seek a highly successful professional career.

As Fran and Counselor A discuss the meaning of these high scores, Fran suggests that he's been wondering about what he'd have to do to be trained to work in a day care center. Counselor A, however, suggests that perhaps day care is not really an appropriate choice. After all, Fran has considerable potential and should think about jobs where he could really demonstrate success and earn a substantial salary. Besides, day care is not a field for men.

As they continue to discuss other fields such as law and medicine, Fran concludes that maybe the counselor is right. Working in a day care center probably would not allow him much of an opportunity to be really successful.

Counselor B

When Fran enters the counselor's office, Counselor B has Fran's folder on the desk. Leaving it closed, they begin to discuss some of Fran's activities outside of school. Counselor B notes Fran's enthusiasm when he describes some of his experiences teaching the Sunday school class.

When Counselor B pulls out the interest inventory results, his description of the high and low scores is very thorough. The counselor points out that Fran's pattern of measured interests seem to parallel some of his outside activities. These activities have obviously provided Fran with an experiential basis for filling out the inventory as he did.

As Fran and the counselor discuss theimplications of the pattern of his scores, Fran suggests that he's been wondering about what he'd have to do to be trained to work in day care. Counselor B points out that there are a large variety of approaches, depending on what level job Fran might wish to have. Each of the levels require different amounts of training, primarily in child development and early childhood education.

Counselor B also points out that day care is not the only kind of job where Fran could easily develop some of his interests in working with children. He could consider others, such as elementary school teacher, social worker, and pediatircian. Whereas, at present, there are many women holding day care jobs, the employment patterns are slowly changing. Both men and women are beginning to select jobs on the basis of interest in doing the work, rather than limiting themselves to traditional selection of men's jobs and women's jobs.

Fran agrees to consider some of the other alternatives and to explore some college catalogs for programs in child development and early childhood education.

Questions to Consider

1. Using the categories of sexist and non-sexist behaviors listed at the top of the sheet, how would you rate:

   Counselor A: Why?

   Counselor B: Why?

2. Which recommendations does Counselor A ignore?

3. Which recommendations does Counselor B ignore?

DEVELOPING A PROGRAM PROPOSAL FOR ATTAINING SEX EQUITY

Counselor Worksheet 10

As a counselor you realize that attaining sex equity in your district will require more than the present efforts to achieve compliance with Title IX. You meet with three other persons in your district and decide that you would like to develop a proposal which can be submitted to the district, a State or Federal agency, or private foundation for funding. You decide that you will develop a prospective for a proposal and have others react to the prospectus before outlining a full proposal.

The following questions provide an outline for the development of the prospectus.

I. Designing the Plan

Background

What are the primary needs to be met by the proposal you are developing?

What is the evidence of need?

Goals of the Program

What specific change(s) do you wish to make?

Whom do you want to change?

How would the program bring about the change?

When would the change be accomplished?

Where will the change be accomplished?

Program Outline

What activities will you be proposing to achieve your goals? What are the projected costs of the activities? What timelines will be needed for accomplishing the activities? Who would have major responsibility for carrying out the activities?

Goal 1: _____

Activities	Date Completed	Responsibility	Costs

Goal 2: _____

Activities	Date Completed	Responsibility	Costs

Goal 3: _____

Activities	Date Completed	Responsibility	Costs

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Program Outcomes

What would you anticipate to be the outcomes of the proposed project?

Program Support

What district support is required? (access to resources--facilities, staff time, supplies, funds, etc.) How will you obtain such support?

What community support is required? How will you obtain such support?

II. Selling the Prospectus

See the Right People

Which persons in your district need to be involved to ensure the success of the proposed program?

Which persons outside the district do you need to contact? (To test your ideas, enlist their cooperation, inform them of your plans)

III. Analyzing Problems

What problems do you anticipate in the implementation of your plans?

APPENDICES

RECOGNIZING SEXIST AND NON-SEXIST BEHAVIOR

Counselor Worksheet 3A

The following "answers" are provided for the situations and responses given on Counselor Worksheet 3. It is important to understand that the distinction between sex biased and sex discriminatory is largely a matter of degree and interpretation. The prohibition of certain forms of sex differentiation in education policy, practice, or program is clearly specified in the regulation to implement Title IX; these are the forms which are labeled discriminatory for the purposes of this worksheet. The Title IX regulation also contains more broad and general prohibitions of differential treatment of females and males; the exact meaning of these broad prohibitions will be specified through future administrative and judicial decisions. For this reason, it is possible that many policies, programs, or practices which are not explicitly prohibited by the Title IX regulation may, in fact, be found to be discriminatory in the future.

With these limitations in mind, the answers that are most reasonable at this time are:

1. D A
   B B
   A C
   F D

2. D A
   F B

3. B A
   F B
   B C

4. B A
   F B
   D C
   A D

5. D A
   F B
   A C

6. D A
   B B
   F C
   A D

7. F A
   B B
   D C

8. D A
   F B
   A C

9. B A
   B B
   F C

10. F A
    B B
    A C

11. D A
    A B
    B C

CORRECTING BIAS IN MATERIALS

Counselor Worksheet 7A

The following are suggested responses to the biased excerpts from career education and career counseling materials. Each response consists of a statement of the sex bias contained in the excerpt and possible sex-fair and sex-affirmative revisions.

1. Sources of bias in this excerpt include the use of "girls" to refer to adult females, the use of "stewardess" instead of the sex neutral "flight attendant," and the implication that flying is not compatible with home and family roles, the major responsibilities of women. A sex-fair revision would be as follows: "After an intensive, but relatively short, training period, women and men are ready for jobs as flight attendants." A sex-affirmative addition to that might read: "In the past, discriminatory laws limited the opportunities for both females and males as flight attendants. Men were prohibited from serving as flight attendants while women were required to resign after marriage. Today these discriminatory laws have been eliminated so that both males and females can look forward to a long-term career with an airline that includes both air and ground assignments."

2. The use of the male pronoun "his" to refer to both females and males in the source of bias. A suggested revision would be as follows: "The choice of a career has a direct bearing on the way women and men build their homes, the schools their children attend, and the way they earn their living..." In this case, using "men and women" in place of "his" would be sex fair since the original statement totally excluded women. Reversing the traditional order of "men andwomen" to "women and men" makes this statement affirmative.

3. Indicating that these careers are primarily for members of one sex is the source of bias. "Careers in prosthetics and orthodontics offer interesting opportunities and exciting challenges for individuals with a background..." is a sex-fair statement. A revision that is sex-affirmative would be as follows: "With many new careers now opening up to women, prosthetics and orthodontics offer interesting opportunities and exciting challenges to women as well as men.

4. The source of bias is the exclusion of females by the use of "men" and "salesmen." A sex-fair revision would be "Today men and women who enter sales can work their way to upper level executive jobs." A more affirmative statement would be as follows: "Today women who enter sales can work their way to upper level executive jobs. In the past this was often difficult for women to do because of pervasive sex discrimination which existed in industrial sales. With greater opportunities today ..."

5. Suggesting that women work for different reasons than men is the source of the bias. A sex-fair statement might read as follows: "The work experience offers a number of possible rewards to women and men. It can provide them with a sense of personal fulfillment, with an opportunity to ..." A sex-affirmative statement might read as follows: "The myth that women work for 'pin money' is not substantiated by fact. Two-thirds of all women workers are single, widowed, divorced, separated from their husbands, or have husbands who make less than $10,000 per year. Women work for the same reasons as men;

these reasons range from sheer economic survival to self-fulfillment."

6. The source of bias is the assumption that nurses, most of whom are women, can be wives and mothers while continuing their careers. Nursing and family responsibilities, both nurturing roles, are compatible. The bias in this statement is that only women have dual careers--one outside the home, the other within the home. A sex-fair revision could read as follows: "The demands of nursing are such that men and women with careers in the field find it compatible with their home and family responsibilities as husbands and wives and fathers and mothers." A sex-affirmative statement would read that "Many men find careers in nursing to be highly compatible with their responsibilities as husbands and fathers."

7. The source of bias is the assumption that serving society is more important to women than to men. A sex-fair revision would be as follows: "It provides a chance to serve society which is a highly motivating factor for a number of individuals." A sex-affirmative revision would be that "It provides a chance to serve society, an opportunity which today many more men are finding attractive."

8. The bias is the assumption that women would be interested in this job because of wearing attractive uniforms and working with men. The following is a sex-fair revision: "Individuals working in _____ come in contact with a variety of professional women and men in a cooperative effort to...The wearing of uniforms is required for this job." There is no comparable sex-affirmative statement.

APPLYING RECOMMENDATIONS FOR THE USE OF CAREER INTEREST INVENTORIES*

Counselor Worksheet 9A

Suggested answers for the questions provided on Counselor Worksheet 9 are given below.

CAROL MERRITT

1. Counselor A: Sex biased.

   This session was rated as a sex biased session because the counselor accepted the inventory results without exploration and he/she suggested sex stereotyped careers without identifying general patterns or raising other options.

   Counselor B: Sex fair.

   This session was rated as sex fair because the counselor considered more than the interest inventory and raised options which were consistent with Carol's abilities.

   Counselor C: Sex affirmative.

   This session was rated sex affirmative because the counselor reported scores based on both female and male scales, raised nontraditional career suggestions, and attempted to provide a realistic picture of Carol's abilities.

2. Counselors A and B do not report scores on both females and male scales (Recommendation 3), and do not encourage freedom of choice (Recommendation 12).

3. Counselor A does not use all available information (Recommendation 11), whereas Counselor B does not ignore that recommendation.

4. Counselor C reports the scores based on both female and male scores (Recommendtion 3).

* Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, Sex Fairness in Career Guidance, Cambridge, Massachusetts: Abt Associates, 1975.

Discussion

Both Counselor A and Counselor B fail to consider Carol's high score on the male scale--physician and dentist (Recommendation 3). In so doing, they restrict the range of options available to Carol and discourage exploration (Recommendation 12). Furthermore, in counseling Carol, Counselor A uses very little information beyond Carol's inventory scores (Recommendation 11). The fact that Carol has aptitude and motivation well beyond most of her peers does not appear to influence Counselor A's rather stereotyped thinking about vocational choice. Only Counselor C utilized all the information (in both the inventory results and beyond) to help Carol see the opportunities open to her.

FRAN COURTIN

1. Counselor A: Sex discriminatory.

   The counselor's discouragement of Fran's consideration of a career in the field of day care and the explicit statement that day care was not a field for men would be a violation of the provisions of the Title IX regulation.

   Counselor B: Sex affirmative.

   The counselor's efforts to affirm the basic pattern of Fran's professed and measured interests, and the explanation of changing roles of men and women would make this a sex affirmative response.

2. Counselor A ignores Recommendations 7, 8, and 12. Counselor A made little attempt to explore the broad interest areas reflected in the inventory results. While the counselor did encourage exploring other options, the motivation for this encouragement was to move the client away from choices which might be considered "feminine."

3. Counselor B appears to have ignored Recommendation 3 which suggests that scores based on both female and male scores should be reported.

Discussion

In situation A, the counselor's sex bias is being imposed on the client. Counselor A does not even appear to be aware of how that bias is affecting the client. Counselor A, furthermore, seems to be hiding a concern that the client's expressed interests in a direct nurturing role with children could be a reflection of some "feminine" tendencies.

Counselor B, on the other hand, gave the client some concrete suggestions on how to implement his interests. Counselor B openly discussed some of the ramifications of choosing a field which has traditionally been associated with the opposite sex, recognizing that such stereotypes are no longer appropriate. Counselor B chose to emphasize the client's freedom of choice of all options.